



# ENGLISH LANGUAGE DEVELOPMENT STANDARDS



Grade 3–Grade 5



San Diego City Schools  
Office of Instructional Support  
Biliteracy and English Learner Support Department



SAN DIEGO CITY SCHOOLS  
Office of Instructional Support  
Biliteracy and English Learner Support Department

# **English Language Development Standards Grades 3-5**

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# Contents

Introduction .....	4
Grade 3 ELD Standards .....	5
Grade 4 ELD Standards .....	15
Grade 5 ELD Standards .....	26
Acknowledgements .....	37

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# Introduction

The English Language Development Standards for San Diego City Schools represent the California English Language Development Standards, and are fully aligned with the English Language Arts Content Standards for California Public Schools. Standards are provided for each grade level in the areas of reading, writing, and speaking and listening.

The ELD Standards call out expectations for five levels of English proficiency, from beginning to advanced. The design of the document reflects a fundamental premise of the ELD Standards: teachers hold all students to grade-level English Language Arts Standards regardless of proficiency level, and use the ELD Standards as instructional scaffolds and interim goals to monitor individual progress. English Language Arts Content Standards appear at the top of the page, while the five levels of English proficiency appear below. Each proficiency level lists ELD Standards that serve as pathways leading toward the achievement of the ELA Content Standard at the top of the page.

Each proficiency level assumes that all prior proficiency levels have been attained, including those from earlier grade levels. For those students who experience difficulty with the ELD standards at their grade level, instruction on standards from prior grade levels may be necessary. This is especially true for students who have limited literacy skills in their native language. Depending on previous schooling, students may need instruction in phonemic awareness, concepts of print, and decoding skills found in the Grade 1 reading standards.

Note that the ELD Standards are bulleted (•), and the English Language Arts Content Standards are numbered. When English Language Arts Content Standards appear in parenthesis (2.1), consult the California Department of Education's website at [www.cde.ca.gov](http://www.cde.ca.gov) for the full text of the standards. The advanced proficiency section frequently includes grade-level specific English Language Arts Content Standards. This is because students at the advanced level of English proficiency are considered proficient in English, and are expected to meet the English Language Arts Content Standards for their grade level. In cases where it is clear that a particular language arts standard can be met before students reach the advanced level, the standard appears at an earlier proficiency level.

Nearly four out of every ten students enrolled in San Diego elementary schools are learning English as their second language. The standards in this document have been designed to encourage the highest achievement for all of these students. Teachers and "[a]dministrators must...work very hard to deliver the appropriate support that English language learners will need to meet the standards."<sup>1</sup>

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<sup>1</sup>*English-Language Arts Content Standards for California Public Schools, Introduction*

# GRADE 3

## Word Analysis, Fluency, & Vocabulary Development

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

##### Vocabulary & Concept Development, Decoding & Word Recognition:

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and words parts. They apply this knowledge to achieve fluent oral and silent reading.

### English Language Development Standards

#### Advanced

- Apply knowledge of academic and social vocabulary to achieve independent reading.
- Use common idioms, some analogies and metaphors in discussions and reading.

#### Grade 3 ELA Reading Standards

- 1.3 Read aloud narrative and expository text fluently and accurately and with grade-appropriate pacing, intonation, and expression.
- 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.
- 1.6 Use sentence and word context to find the meaning of unknown words.
- 1.8 Use knowledge of prefixes (e.g., *un-*, *re-*, *pre-*, *mis-*, *dis-*) and suffixes (e.g., *-er*, *-est*, *-ful*) to determine the meaning of words.

#### Early Advanced

- Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and content-area texts.
- Use knowledge of English morphemes, phonics, syntax, and cognates to decode and interpret the meaning of unfamiliar words in grade-level-appropriate text. (1.1; 1.2)
- Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.
- Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- Recognize words that sometimes have multiple meanings in literature and content area texts. [e.g., present (gift), present (time)].
- Understand the meaning of some common prefixes and suffixes when attached to known vocabulary (e.g., *re-*, *pre-*, *un-*, *-er*, *-est*).
- Use some common idioms in discussions and reading (e.g., "scared silly").
- Recognize simple analogies and metaphors in literature and content-area texts (e.g., "fly like a bird").

#### Grade 3 ELA Reading Standards

- 1.7 Use a dictionary to learn the meaning and other features of unknown words.

GRADE 3  
Word Analysis, Fluency, and Vocabulary Development

Intermediate	<ul style="list-style-type: none"><li>• Pronounce most English phonemes correctly while reading aloud.</li><li>• Use knowledge of English morphemes, phonics, syntax, and cognates to decode and interpret the meaning of unfamiliar words in simple texts.</li><li>• Read simple narrative and expository texts aloud with appropriate pacing, intonation, and expression.</li><li>• Recognize some commonly used prefixes and suffixes when attached to known vocabulary (e.g., <i>speaker</i>).</li><li>• Use content-related vocabulary in discussions and reading.</li><li>• Use standard dictionary to find the meaning of known vocabulary.</li><li>• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., /a/ in <i>cat</i> and final consonants).</li><li>• Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</li><li>• Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words in simple sentences.</li><li>• Read simple vocabulary, phrases, and sentences independently.</li><li>• Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.</li><li>• Apply knowledge of content-related vocabulary to discussions and reading.</li><li>• Create a simple dictionary of frequently used words.</li><li>• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</li><li>• Recognize sound-symbol relationships in own writing.</li><li>• Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</li><li>• Demonstrate comprehension of simple vocabulary with an appropriate action.</li><li>• Read aloud simple words in stories or games (e.g., nouns and adjectives).</li><li>• Retell simple stories using drawings, words, or phrases.</li><li>• Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</li></ul>

# GRADE 3

## Reading Comprehension

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 2.0 Reading Comprehension

Structural Features of Informational Materials, Comprehension and Analysis of Grade-Level-Appropriate Text:

Students read and understand grade-level-appropriate materials. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

### English Language Development Standards

Advanced	<ul style="list-style-type: none"> <li>Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text. (2.1)</li> </ul> <p><u>Grade 3 ELA Reading Standards</u></p> <p>2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.</p> <p>2.5 Distinguish the main idea and supporting details in expository text.</p>
Early Advanced	<ul style="list-style-type: none"> <li>Use the main idea to draw some simple inferences.</li> <li>Describe relationships between text and their experiences.</li> <li>Describe main ideas and supporting details of a text.</li> <li>Locate and identify the function of titles, table of contents, chapter headings, glossaries, and indexes.</li> </ul> <p><u>Grade 3 ELA Reading Standards</u></p> <p>2.3 Demonstrate comprehension by identifying answers in the text.</p> <p>2.4 Recall major points in the text and make and modify predictions about forthcoming information.</p> <p>2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).</p>
Intermediate	<ul style="list-style-type: none"> <li>Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with this family in the forest.").</li> <li>Read and use detailed sentences to orally describe relationships between text and their own experiences.</li> <li>Read and use detailed sentences to orally identify main ideas, use the ideas to make predictions/inferences, and provide supporting details for predictions/inferences made.</li> <li>Read and identify text features such as titles, table of contents, chapter headings, glossaries, and indexes in written texts.</li> <li>Follow some multi-step directions for classroom-related activities.</li> </ul>

GRADE 3  
Reading Comprehension

Early Intermediate	<ul style="list-style-type: none"><li>• Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit, detailed questions (e.g., "The bear is brown.").</li><li>• Read and orally identify relationships between written text and their own experiences using simple sentences.</li><li>• Read and use simple sentences to orally identify the main ideas, and use the ideas to make predictions about written text.</li><li>• Read and identify basic text features such as title, table of contents, and chapter headings.</li><li>• Orally identify the basic sequence of written text using simple sentences.</li><li>• Understand and follow simple two-step directions for classroom or work-related activities.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").</li><li>• Orally identify relationships between simple text read to them and their own experiences using key words and/or phrases.</li><li>• Identify the main idea in a story read aloud using key words and/or phrases.</li><li>• Point out text features such as title, table of contents, and chapter headings.</li><li>• Identify the basic sequence of events in stories read to them, using key words or pictures.</li><li>• Understand and follow simple one-step directions for classroom or work-related activities.</li></ul>



# GRADE 3

## Literary Response and Analysis

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 3.0 Literary Response and Analysis

##### Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text:

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

### English Language Development Standards

#### Advanced

- Compare and contrast the motives of characters in a work of fiction. (3.3)

##### Grade 3 ELA Reading Standards

- 3.4 Determine the underlying theme or author's message in fiction and nonfiction text.
- 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.
- 3.6 Identify the speaker or narrator in a selection.

#### Early Advanced

- Identify the motives of characters in a work of fiction.
- Recognize and describe themes stated directly in a text.
- Recognize the difference between first and third person in a literary text.

##### Grade 3 ELA Reading Standards

- 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).
- 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.

#### Intermediate

- Orally and in writing, describe the plot, characters' actions, and setting using expanded vocabulary, descriptive words, and paraphrasing.
- Read and orally identify the main problem of a plot and how it is resolved in a selection.
- Use pictures, lists, charts, and tables to identify major characteristics of fairy tales, folktales, myths, and legends.
- Apply knowledge of language to derive meaning from literary texts.

#### Early Intermediate

- Orally describe what a character is like by what he/she does in a selection, using simple sentences.
- Orally describe the setting of a piece of literature using simple sentences.
- Orally identify the main events of the plot using simple sentences.
- Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.
- Orally distinguish among poetry, drama, and short stories using simple sentences.
- Recite simple poems.
- Understand common language devices used to begin stories (e.g., "Once upon a time...", "Once there lived...", "Long, long, ago...", etc.).

#### Beginning

- Orally identify different characters and settings in simple literary texts using words or phrases.
- Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.
- Orally distinguish between fiction and non-fiction using one- or two-word responses.

# GRADE 3

## Writing Strategies and Applications

### ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

#### 1.0 Writing Strategies

Organization and Focus, Penmanship, Research, Evaluation and Revision:

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

### English Language Development Standards

#### Advanced

- Write grade-appropriate narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, social studies). (2.1)
- Write fluently using a variety of vocabulary, sentence structure, and effective transitional signals.

#### Grade 3 Writing Standards

- 1.1 Create a single paragraph:
  - a. Develop a topic sentence.
  - b. Include simple supporting facts and details.
- 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.
- 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.

#### Early Advanced

- Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).
- Write single-paragraph narrative and expository compositions and examples appropriate for content areas, using standard grammatical forms.
- Arrange compositions according to simple organizational patterns.
- Independently write simple responses to literature.
- Write using a variety of adjectives and conjunctions/connective words.
- Revise written work to add interest.

#### Grade 3 Writing Standards

- 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
- 2.3 Write personal and formal letters, thank-you notes, and invitations:
  - a. Show awareness of the knowledge and interests of the audience and establish a purpose and context.
  - b. Include the date, proper salutation, body, closing, and signature.

GRADE 3  
Writing Strategies and Applications

Intermediate	<ul style="list-style-type: none"><li>• Use more complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</li><li>• Produce independent writing that is understood when read, but may include some inconsistent use of standard grammatical forms.</li><li>• Independently create a cohesive paragraph that develops a central idea with consistent use of standard English grammatical forms (some rules may not be in evidence).</li><li>• Write a narrative that includes a sequence of events in some detail.</li><li>• Begin to use a variety of genres in writing (e.g., narratives, letters, memoirs, descriptive compositions).</li><li>• Independently write a letter using detailed sentences.</li><li>• Write using some adjectives, time-order words, and conjunctions/connective words.</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).</li><li>• Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</li><li>• Follow a model given by the teacher to independently write a short paragraph of at least four sentences.</li><li>• Write short narrative stories that include elements of setting and character.</li><li>• Use verbal (simple sentences) and nonverbal (drawings, pictures, lists, charts, and tables) to respond to familiar literature.</li><li>• Given a model, write a friendly letter.</li><li>• Understand a few adjectives, time-order words, and conjunctions/connective words.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Write the English alphabet legibly.</li><li>• Label key parts of common objects.</li><li>• Create simple sentences or phrases with some assistance.</li><li>• Use a variety of methods to write short narratives (e.g., models, graphic organizers, story frames, dictation).</li><li>• During group writing activities, write brief narratives and stories using a few standard grammatical forms.</li></ul>

# GRADE 3

## Written English Language Conventions

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation, Capitalization, Spelling:

Students write and speak with a command of standard English conventions appropriate to this grade level.

### English Language Development Standards

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| Advanced | <ul style="list-style-type: none"> <li>Produce writing that demonstrates a command of the conventions of standard English appropriate to this grade level.</li> <li>Use complete sentences and correct word order. (1.1)</li> <li>Use correct parts of speech, including correct subject-verb agreement. (1.2; 1.3; 1.4)</li> <li>Edit writing for grade-appropriate punctuation, capitalization, and spelling. (1.5; 1.6; 1.7)</li> </ul> |
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| Early<br>Advanced | <ul style="list-style-type: none"> <li>Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</li> <li>Use standard word order but may have some inconsistent grammatical forms, including inflections.</li> <li>Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</li> </ul> |
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#### Grade 3 Written English Language Conventions Standards

- 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., *q u*; consonant doubling, changing a word ending in *ñy* to *ñes* when forming the plural), and common homophones (e.g., hair/hare).
- 1.9 Arrange words in alphabetic order.

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| Intermediate | <ul style="list-style-type: none"> <li>Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</li> <li>Spell correctly most common sight words that have regular spelling patterns.</li> <li>Use standard word order but may have inconsistent grammatical forms (e.g., subject-verb agreement).</li> <li>Edit writing for some basic conventions (e.g., punctuation, capitalization, spelling).</li> </ul> |
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| Early<br>Intermediate | <ul style="list-style-type: none"> <li>Use capital letters to begin sentences and proper nouns.</li> <li>Use a period at the end of a sentence and use some commas appropriately.</li> <li>Spell correctly some common sight words.</li> <li>Use knowledge of rhymes/word families to spell words.</li> </ul> |
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| Beginning | <ul style="list-style-type: none"> <li>Use capital letters when writing own name, at the beginning of sentences, and when writing the word "I".</li> <li>Use a period at the end of a sentence.</li> </ul> |
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# GRADE 3

## Listening and Speaking

### ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

#### 1.0 Listening and Speaking Strategies:

Comprehension, Organization and Delivery of Oral Communication, Analysis and Evaluation of Oral and Media Communications:

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### 2.0 Speaking Applications (Genres and Their Characteristics):

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

### English Language Development Standards

Advanced	<ul style="list-style-type: none"> <li>• Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.</li> <li>• Negotiate and initiate academic and social conversations by questioning, restating, soliciting information, and paraphrasing.</li> <li>• Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details. (1.1)</li> <li>• Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. (1.5; 1.6; 1.7; 1.9)</li> <li>• Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside.").</li> <li>• Deliver brief recitations and oral presentations about familiar experiences or interests that are organized and stay on topic. (2.1; 2.2; 2.3)</li> <li>• Identify the main ideas, points of view, and fact/fiction in broadcast and print media. (1.10; 1.11)</li> </ul> <p><u>Grade 3 ELA Listening and Speaking Standards</u></p> <p>1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.</p> <p>1.4 Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify the main points and supporting details.</p> <p>1.8 Retell stories in greater detail including characters, setting, plot, summary, and analysis.</p>
Early Advanced	<ul style="list-style-type: none"> <li>• Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.</li> <li>• Actively participate and initiate more extended academic and social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.</li> <li>• Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify the main points and supporting details.</li> <li>• Retell stories in greater detail including characters, setting, plot, summary, and analysis.</li> <li>• Recite poems and songs that include the elements of rhyme, repeated sounds, and onomatopoeia.</li> <li>• Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.</li> <li>• Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs.").</li> <li>• Identify main ideas in a variety of media messages and give some supporting details.</li> </ul> <p><u>Grade 3 ELA Listening and Speaking Standards</u></p> <p>1.3 Respond to questions with appropriate elaboration. (e.g., "What part of the story was most important and why?").</p>

GRADE 3  
Listening and Speaking

Intermediate	<ul style="list-style-type: none"><li>• Be understood when speaking using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</li><li>• Actively participate in academic and social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</li><li>• Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify key details and concepts using both verbal (detailed sentences) and nonverbal responses.</li><li>• Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.</li><li>• Recite familiar rhymes, songs, and dialogue (from plays, etc.).</li><li>• Ask and answer instructional questions with some detail.</li><li>• Restate and execute multi-step oral directions.</li><li>• Distinguish between different media purposes (e.g., for entertainment or as a source of information).</li><li>• Understand that media can be a source of information and/or entertainment, and distinguish between the two.</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).</li><li>• Orally communicate basic needs (e.g., "May I get a drink of water?"), and personal preferences.</li><li>• Orally identify the main points of simple conversations, group discussions, oral presentations, information, and stories that are read aloud, using phrases or simple sentences.</li><li>• Recite simple rhymes and songs.</li><li>• Ask and answer questions using phrases or simple sentences.</li><li>• Follow oral two-step directions for school-related tasks.</li><li>• Answer basic comprehension questions from a variety of media.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</li><li>• Independently use common social greetings and simple repetitive phrases (e.g., "May I go to play?").</li><li>• Retell familiar stories and participate in short conversations by using key words, appropriate gestures, expressions, and illustrative objects.</li><li>• Answer simple questions with one- or two-word responses.</li><li>• Follow oral one-step directions for school-related tasks.</li><li>• Orally identify types of media by name (e.g., magazine, newspaper, movie, etc.).</li></ul>

# GRADE 4

## Word Analysis, Fluency, & Vocabulary Development

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Vocabulary & Concept Development, Word Recognition:

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and words parts. They apply this knowledge to achieve fluent oral and silent reading.

### English Language Development Standards

#### Advanced

- Apply knowledge of academic and social vocabulary to achieve independent reading.
- Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (1.3; 1.4)
- Apply knowledge of common roots and affixes when attached to known vocabulary. (1.3; 1.4)
- Use a standard dictionary to determine meaning of unknown words.
- Use common idioms, some analogies, and metaphors in discussion and reading. (1.2)

#### Grade 4 ELA Reading Standards

- 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.
- 1.6 Distinguish and interpret words with multiple meanings.

#### Early Advanced

- Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- Use knowledge of English morphemes, phonics, syntax, and cognates to decode and interpret the meaning of unfamiliar words in grade-level-appropriate texts.
- Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.
- Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).
- Use standard dictionary to find the meanings of known vocabulary.
- Use some common idioms in discussions and reading (e.g., "scared silly").
- Recognize simple analogies and metaphors in literature and texts in content areas (e.g., "fly like a bird").
- Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present [gift]; present [time]).

#### Grade 4 ELA Reading Standards

- 1.5 Use a thesaurus to determine related words and concepts.

**GRADE 4**  
**Word Analysis, Fluency, and Vocabulary Development**

<b>Intermediate</b>	<ul style="list-style-type: none"><li>• Pronounce most English phonemes correctly while reading aloud.</li><li>• Use knowledge of English morphemes, phonics, syntax, and cognates to decode and interpret the meaning of unfamiliar words in written texts.</li><li>• Read some narrative and expository texts aloud with appropriate pacing, intonation, and expression.</li><li>• Use content-related vocabulary in discussions and reading.</li><li>• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</li><li>• Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</li><li>• Create a simple dictionary of frequently used words.</li><li>• Understand the purpose of a thesaurus.</li></ul>
<b>Early Intermediate</b>	<ul style="list-style-type: none"><li>• While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., /a/ in cat and final consonants).</li><li>• Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</li><li>• Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.</li><li>• Read simple vocabulary, phrases, and sentences independently.</li><li>• Apply knowledge of content-related vocabulary to discussions and reading.</li><li>• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</li></ul>
<b>Beginning</b>	<ul style="list-style-type: none"><li>• Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</li><li>• Recognize sound-symbol relationships in own writing.</li><li>• Read aloud simple words in stories or games (e.g., nouns and adjectives).</li><li>• Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</li><li>• Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greeting, classroom objects).</li><li>• Demonstrate comprehension of simple vocabulary with an appropriate action.</li><li>• Retell simple stories using drawings, words, or phrases.</li></ul>



# GRADE 4

## Reading Comprehension

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 2.0 Reading Comprehension

Structural Features of Informational Materials, Comprehension and Analysis of Grade-Level-Appropriate Text:

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

### English Language Development Standards

#### Advanced

- Distinguish main ideas and supporting details, including supporting evidence.
- Use text features (e.g., format, diagrams, charts, glossaries, indexes) to locate and draw information from text.

#### Grade 4 ELA Reading Standards

- 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.
- 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).
- 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.
- 2.5 Compare and contrast information on the same topic after reading several passages or articles.
- 2.6 Distinguish between cause and effect and between fact and opinion in expository text.

#### Early Advanced

- Generate and respond to comprehension questions related to the text.
- Describe relationships between text and their experiences. (2.4)
- Identify some significant structural (organizational) patterns in text, such as sequential/chronological order, and cause/effect.
- Describe main ideas and supporting details of a text.
- Locate and identify the function of text features (e.g., format, diagrams, charts, glossaries, and indexes).
- Use resources in the text, such as ideas, illustrations, and titles to draw conclusions and make inferences.
- Distinguish between explicit examples of fact/opinion and cause/effect in texts.
- Read and summarize information on the same topic from several sources.

#### Grade 4 ELA Reading Standards

- 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).

Grade 4  
Reading Comprehension

Intermediate	<ul style="list-style-type: none"><li>• Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").</li><li>• Read and use more-detailed sentences to orally describe relationships between text and their own experiences.</li><li>• Recognize text that is organized in sequential/chronological order.</li><li>• Read and use detailed sentences to orally identify main ideas, use the ideas to make predictions/inferences, and provide supporting details for predictions/inferences made.</li><li>• Read and identify text features (e.g., titles, tables of contents, chapter headings, diagrams, charts, glossaries, and indexes) in written texts.</li><li>• Restate and follow multi-step directions for classroom-related activities.</li><li>• Read and orally identify examples of fact/opinion and cause/effect in literature and content-area texts.</li><li>• Read information on the same topic from several sources.</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit, detailed questions (e.g., "The bear is brown.").</li><li>• Read and orally identify relationships between written text and their own experiences using simple sentences.</li><li>• Orally identify the basic sequence of written text using simple sentences.</li><li>• Read and identify basic text features such as title, table of contents, and chapter headings.</li><li>• Read and use simple sentences to orally identify the main ideas, and use the ideas to make predictions about written text.</li><li>• Understand and follow two-step directions for classroom-related activities.</li><li>• Orally identify examples of fact/opinion in familiar texts read to them.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").</li><li>• Orally identify relationships between simple text read to them and their own experiences using key words and/or phrases.</li><li>• Identify the basic sequence of events in stories read to them, using key words or pictures.</li><li>• Identify the main idea in a story read aloud using key words and/or phrases.</li><li>• Point out text features such as title, table of contents, and chapter headings.</li><li>• Understand and follow simple one-step directions for classroom-related activities.</li></ul>

# GRADE 4

## Literary Response and Analysis

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 3.0 Literary Response and Analysis

Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text:

Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).

### English Language Development Standards

#### Advanced

- Describe the major characteristics of poetry, drama, fiction, and nonfiction.

#### Grade 4 ELA Reading Standards

- 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.
- 3.2 Identify the main events of the plot, their causes, and the influence of each event on future actions.
- 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.
- 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).

#### Early Advanced

- Read and orally identify the main problem of a plot and how it is resolved in a selection.
- Identify the motives of characters in a work of fiction.
- Distinguish between literary connotations and symbols from culture to culture.

#### Grade 4 ELA Reading Standards

- 3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.

#### Intermediate

- Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.
- Orally and in writing, describe the plot, characters' actions, and setting using expanded vocabulary and descriptive words and paraphrasing.
- Apply knowledge of language to derive meaning/comprehension from literary texts.
- Recognize examples of figurative language (e.g., simile, personification, simple idioms) in literature.

GRADE 4  
Literary Response and Analysis

Early Intermediate	<ul style="list-style-type: none"><li>• Orally distinguish among poetry, drama, and short stories using simple sentences.</li><li>• Orally identify the main events of the plot using simple sentences.</li><li>• Orally describe what a character is like by what he/she does in a selection, using simple sentences.</li><li>• Orally describe the setting of a piece of literature using simple sentences.</li><li>• Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.</li><li>• Understand common language devices used to begin stories (e.g., "Once upon a time...", "Once there lived...", "Long, long, ago...", etc.).</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Orally distinguish between fiction and nonfiction using one- or two-word responses.</li><li>• Orally identify different characters and settings in simple literary texts using words or phrases.</li><li>• Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.</li></ul>

# GRADE 4

## Writing Strategies and Applications

### ENGLISH LANGUAGE ARTS CONTENT STANDARDS

#### 1.0 Writing Strategies

Organization and Focus, Penmanship, Research and Technology, Evaluation and Revision:

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

#### 2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0

### English Language Development Standards

#### Advanced

- Write multi-paragraph narrative and expository compositions with consistent use of standard grammatical forms. (1.1; 1.2; 1.3)
- Write grade-appropriate narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, history/social science). (2.1; 2.2; 2.3)
- Write narratives that describe the setting, characters, objects, and events. (2.1; 2.2)
- Locate and use organizational features of reference materials as an aid to writing. (1.5; 1.6; 1.7; 1.8)
- Write fluently using a variety of vocabulary, sentence structure, and effective transitional signals.

#### Grade 4 Writing Standards

- 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.

#### Early Advanced

- Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, using standard grammatical forms.
- Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).
- Independently write simple responses to literature, supporting ideas with evidence from the text.
- Arrange compositions according to simple organizational patterns.
- Write using a variety of adjectives and conjunctions/connective words.
- Revise written work to add interest.
- Use reference materials to research content-area topics.

#### Grade 4 Writing Standards

- 2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.

GRADE 4  
Writing Strategies and Applications

Intermediate	<ul style="list-style-type: none"><li>• Produce independent writing that is understood when read, but may include some inconsistent use of standard grammatical forms.</li><li>• Use expanded vocabulary and detailed sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</li><li>• Write a narrative that includes a sequence of events in some detail, one or more characters, and an appropriate setting.</li><li>• Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</li><li>• Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms (some rules may not be in evidence).</li><li>• Write using some adjectives, time-order words, and conjunction/connective words.</li><li>• Take notes from reference materials related to content-area topics.</li><li>• Record observations (e.g., procedures followed or results of a science activity, log of animal behavior, etc.).</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</li><li>• Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</li><li>• Write short narrative stories that include elements of setting and character.</li><li>• Use verbal (simple sentences) and nonverbal (drawings, pictures, lists, charts, and tables) to respond to familiar literature.</li><li>• Follow a model given by the teacher to independently write short paragraphs of at least four sentences.</li><li>• Understand a few adjectives, time-order words, and conjunctions/connective words.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Write the English alphabet legibly.</li><li>• Label key parts of common objects.</li><li>• Create simple sentences or phrases with some assistance.</li><li>• During group writing activities, write brief narratives and stories using a few standard grammatical forms.</li><li>• Use a variety of methods to write short narratives (e.g., models, graphic organizers, story frames, dictation).</li></ul>

# GRADE 4

## Written English Language Conventions

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation, Capitalization, Spelling:

Students write and speak with a command of standard English conventions appropriate to this grade level.

### English Language Development Standards

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|----------|--|
| Advanced | <ul style="list-style-type: none"><li>• Produce writing that demonstrates a command of the conventions of standard English appropriate to this grade level.</li><li>• Use complete sentences and correct word order. (1.1; 1.2)</li><li>• Use correct parts of speech, including correct subject-verb agreement. (1.3)</li><li>• Edit writing for grade-appropriate punctuation, capitalization, and spelling. (1.4; 1.5; 1.6)</li></ul> |
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| Early<br>Advanced | <ul style="list-style-type: none"><li>• Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</li><li>• Use standard word order but may have some inconsistent grammatical forms, including inflections.</li><li>• Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</li></ul> |
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#### Grade 4 Written English Language Conventions Standards

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.

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|--------------|--|
| Intermediate | <ul style="list-style-type: none"><li>• Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</li><li>• Spell correctly most common sight words that have regular spelling patterns.</li><li>• Use standard word order but may have inconsistent grammatical forms (e.g., subject-verb agreement).</li><li>• Edit writing for some basic conventions (e.g., punctuation, capitalization, spelling).</li></ul> |
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| Early<br>Intermediate | <ul style="list-style-type: none"><li>• Use capital letters to begin sentences and proper nouns.</li><li>• Use a period at the end of a sentence and use some commas appropriately.</li><li>• Spell correctly some common sight words.</li><li>• Use knowledge of rhymes/word families to spell words.</li></ul> |
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| Beginning | <ul style="list-style-type: none"><li>• Use capital letters when writing own name, at the beginning of sentences, and when writing the word "I."</li><li>• Use a period at the end of a sentence.</li></ul> |
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# GRADE 4

## Listening and Speaking

### ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

#### 1.0 Listening and Speaking Strategies

Comprehension, Organization and Delivery of Oral Communication, Analysis and Evaluation of Oral and Media Communications:

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

#### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

### English Language Development Standards

#### Advanced

- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation. (1.9)
- Negotiate and initiate academic and social conversations by questioning, restating, soliciting information, and paraphrasing.
- Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details. (1.2)
- Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. (1.5; 1.6; 1.7; 1.8)
- Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside.").
- Deliver brief recitations and oral presentations about familiar experiences or interests that are organized and stay on topic. (2.1; 2.2; 2.3)

#### Grade 4 Listening and Speaking Standards

- 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.
- 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.

#### Early Advanced

- Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
- Actively participate and initiate more extended academic and social conversations with peers and adults on unfamiliar topics by asking and answering questions, and restating and soliciting information.
- Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify the main points and supporting details.
- Retell stories in greater detail including characters, setting, plot, summary, and analysis.
- Recite brief poems and dramatic dialogues. (2.4)
- Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.
- Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs.").
- Identify main ideas in a variety of media messages and give some supporting details.

#### Grade 4 Listening and Speaking Standards

- 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings (e.g., "What part of the story was most important and why?").
- 1.4 Give precise directions and instructions.



**GRADE 4**  
**Listening and Speaking**

<b>Intermediate</b>	<ul style="list-style-type: none"><li>• Be understood when speaking using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</li><li>• Actively participate in academic and social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</li><li>• Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify key details and concepts using both verbal (detailed sentences) and nonverbal responses.</li><li>• Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.</li><li>• Recite familiar rhymes, songs, and dialogue (from plays, etc.).</li><li>• Ask and answer instructional questions with some detail.</li><li>• Restate and execute multi-step oral directions.</li><li>• Understand that media can be a source of information and/or entertainment, and distinguish between the two.</li></ul>
<b>Early Intermediate</b>	<ul style="list-style-type: none"><li>• Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).</li><li>• Orally communicate basic needs (e.g., "May I get a drink of water?") and personal preferences.</li><li>• Orally identify the main points of simple conversations, group discussions, oral presentations, information, and stories that are read aloud, using phrases or simple sentences.</li><li>• Recite simple rhymes and songs.</li><li>• Ask and answer questions using phrases or simple sentences.</li><li>• Understand and follow simple two-step directions for classroom-related activities.</li><li>• Answer basic comprehension questions from a variety of media.</li></ul>
<b>Beginning</b>	<ul style="list-style-type: none"><li>• Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</li><li>• Independently use common social greetings and simple repetitive phrases (e.g., "May I go to play?").</li><li>• Retell familiar stories and participate in short conversations by using key words, appropriate gestures, expressions, and illustrative objects.</li><li>• Answer simple questions with one- or two-word responses.</li><li>• Understand and follow simple one-step directions for classroom-related activities.</li><li>• Orally identify types of media by name (e.g., magazine, newspaper, movie).</li></ul>

# GRADE 5

## Word Analysis, Fluency, and Vocabulary Development

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

##### Vocabulary & Concept Development, Word Recognition:

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

### English Language Development Standards

#### Advanced

- Apply knowledge of academic and social vocabulary to achieve independent reading.
- Apply knowledge of word relationships, such as roots and affixes, to derive meaning from literature and texts in content areas. (1.4)
- Apply knowledge of common roots and affixes when attached to known vocabulary. (1.4)
- Use a standard dictionary to determine meaning of unknown words.
- Use common idioms, some analogies, and metaphors in discussion and reading. (1.5)

#### Grade 5 ELA Reading Standards

- 1.1 Read aloud narrative and expository text fluently and accurately and with grade-appropriate pacing, intonation, and expression.
- 1.3 Understand and explain frequently used synonyms, antonyms and homographs.

#### Early Advanced

- Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.
- Use knowledge of English morphemes, phonics, syntax, and cognates, to decode and interpret the meaning of unfamiliar words in grade-level-appropriate text.
- Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.
- Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.
- Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).
- Use standard dictionary to find the meanings of known vocabulary.
- Use some common idioms in discussions and reading (e.g., "scared silly").
- Recognize simple analogies and metaphors in literature and texts in content areas (e.g., "fly like a bird").
- Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present [gift], present [time]).

GRADE 5  
Word Analysis, Fluency, and Vocabulary Development

Intermediate	<ul style="list-style-type: none"><li>• Pronounce most English phonemes correctly while reading aloud.</li><li>• Use knowledge of English morphemes, phonics, syntax, and cognates, to decode and interpret the meaning of unfamiliar words in written texts.</li><li>• Read some narrative and expository texts aloud with appropriate pacing, intonation, and expression.</li><li>• Use content-related vocabulary in discussions and reading.</li><li>• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</li><li>• Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</li><li>• Create a simple dictionary of frequently used words.</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., /a/ in cat and final consonants).</li><li>• Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).</li><li>• Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.</li><li>• Read simple vocabulary, phrases, and sentences independently.</li><li>• Apply knowledge of content-related vocabulary to discussions and reading.</li><li>• Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Recognize English phonemes that correspond to phonemes students already hear and produce while reading aloud.</li><li>• Recognize sound-symbol relationships in own writing.</li><li>• Read aloud simple words in stories or games (e.g., nouns and adjectives).</li><li>• Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</li><li>• Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greeting, classroom objects).</li><li>• Demonstrate comprehension of simple vocabulary with an appropriate action.</li><li>• Retell simple stories using drawings, words, or phrases.</li></ul>

# GRADE 5

## Reading Comprehension

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 2.0 Reading Comprehension

Structural Features of Informational Materials, Comprehension and Analysis of Grade-Level-Appropriate Text, Expository Critique:

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

### English Language Development Standards

#### Advanced

- Identify significant structural (organizational) patterns in text, such as compare/contrast, sequential/chronological order, and cause/effect.

#### Grade 5 ELA Reading Standards

- Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.
- Analyze text that is organized in sequential or chronological order.
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
- Distinguish facts, supported inferences, and opinions in text.

#### Early Advanced

- Generate and respond to comprehension questions related to the text.
- Describe relationships between text and their experiences.
- Identify some significant structural (organizational) patterns in text, such as sequential/chronological order, and cause/effect.
- Describe main ideas and supporting details of a text.
- Locate and identify the function of text features (e.g., format, diagrams, charts, glossaries, and indexes).
- Use resources in the text such as ideas, illustrations, and titles to draw conclusions and make inferences.
- Distinguish between explicit examples of fact/opinion and cause/effect in texts.

#### Intermediate

- Use detailed sentences to orally respond to comprehension questions about written text (e.g., "The brown bear lives with his family in the forest.").
- Read and use more detailed sentences to orally describe relationships between text and their own experiences.
- Recognize text that is organized in sequential/chronological order.
- Read and use detailed sentences to orally identify main ideas, use the ideas to make predictions/inferences, and provide supporting details for predictions/inferences made.
- Read and identify text features (e.g., titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes) in written texts.
- Read and orally identify examples of fact/opinion and cause/effect in literature and content area texts.

GRADE 5  
Reading Comprehension and Analysis

Early Intermediate	<ul style="list-style-type: none"><li>• Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit, detailed questions (e.g., "The bear is brown.").</li><li>• Read and orally identify relationships between written text and their own experiences using simple sentences.</li><li>• Orally identify the basic sequence of written text using simple sentences.</li><li>• Read and use simple sentences to orally identify main ideas, and use the ideas to make predictions about written text.</li><li>• Read and identify basic text features such as title, table of contents, and chapter headings.</li><li>• Orally identify examples of fact/opinion in familiar texts read to them.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Respond orally to stories read to them by answering factual comprehension questions, using one- or two-word responses (e.g., "brown bear").</li><li>• Orally identify relationships between simple text read to them and their own experiences using key words and/or phrases.</li><li>• Identify the basic sequence of events in stories read to them, using key words or pictures.</li><li>• Identify the main idea in a story read aloud using key words and/or phrases.</li><li>• Point out text features such as title, table of contents, and chapter headings.</li></ul>

# GRADE 5

## Literary Response and Analysis

ENGLISH-LANGUAGE ARTS CONTENT STANDARD	
3.0 Literary Response and Analysis	
Structural Features of Literature, Narrative Analysis of Grade-Level-Appropriate Text, Literary Criticism: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	
English Language Development Standards	
Advanced	<ul style="list-style-type: none"> <li>Recognize and describe themes stated directly or implied in literary texts. (3.4)</li> </ul> <p><u>Grade 5 ELA Reading Standards</u></p> <ul style="list-style-type: none"> <li>3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.</li> <li>3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness) and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.</li> <li>3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).</li> <li>3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.</li> </ul>
Early Advanced	<ul style="list-style-type: none"> <li>Identify the motives of characters in a work of fiction.</li> <li>Recognize and describe themes stated directly in a text.</li> <li>Read and orally identify metaphors and similes in a selection.</li> <li>Identify and describe figurative language (e.g., similes, metaphors, personification).</li> <li>Distinguish between literary connotations and symbols from culture to culture. (3.6)</li> </ul> <p><u>Grade 5 ELA Reading Standards</u></p> <ul style="list-style-type: none"> <li>3.2 Identify the main problem or conflict of the plot and explain how it is resolved.</li> </ul>
Intermediate	<ul style="list-style-type: none"> <li>Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</li> <li>Orally and in writing describe the plot, characters' actions, and setting using expanded vocabulary, descriptive words, and paraphrasing.</li> <li>Apply knowledge of language to derive meaning from literary texts.</li> <li>Recognize examples of figurative language (e.g., similes, personification, simple idioms) in literature.</li> </ul>

GRADE 5  
Literary Response and Analysis

Early Intermediate	<ul style="list-style-type: none"><li>• Orally distinguish among poetry, drama, and short stories using simple sentences.</li><li>• Orally identify the main events of the plot using simple sentences.</li><li>• Orally describe what a character is like by what he/she does in a selection, using simple sentences.</li><li>• Orally describe the setting of a piece of literature using simple sentences.</li><li>• Orally respond to brief literary texts by answering factual comprehension questions using simple sentences.</li><li>• Understand common language devices used to begin stories (e.g., "Once upon a time...", "Once there lived...", "Long, long, ago...", etc.).</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Orally distinguish between fiction and nonfiction using one- or two-word responses.</li><li>• Orally identify different characters and settings in simple literary texts, using words or phrases.</li><li>• Listen to a story and respond orally by answering factual comprehension questions using one- or two-word responses.</li></ul>

# GRADE 5

## Writing Strategies and Applications

### ENGLISH LANGUAGE ARTS CONTENT STANDARDS

#### 1.0 Writing Strategies

Organization and Focus, Research and Technology, Evaluation and Revision:

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

#### 2.0 Writing Applications (Genres and Their Characteristics)

Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0

### English Language Development Standards

#### Advanced

- Write multi-paragraph narrative and expository compositions with consistent use of standard grammatical forms. (1.1; 1.2)
- Write grade-appropriate narratives that include examples of writing appropriate for language arts and other content areas (e.g., math, science, history/social science). (2.1; 2.2; 2.3)
- Write narratives that describe the setting, character, objects, and events. (2.1; 2.2)
- Write fluently using a variety of vocabulary, sentence structure, and effective transitional signals.

#### Grade 5 ELA Writing Standards

- 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
- 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
- 2.4 Write persuasive letters or compositions:
  - a. State a clear position in support of a proposal.
  - b. Support a position with relevant evidence.
  - c. Follow a simple organizational pattern.
  - d. Address reader concerns.

#### Early Advanced

- Write multi-paragraph narrative and expository compositions and examples appropriate for content areas, using standard grammatical forms.
- Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).
- Independently write simple responses to literature, supporting ideas with evidence from the text.
- Arrange compositions according to simple organizational patterns.
- Independently write a persuasive letter with relevant evidence.
- Write using a variety of adjectives and conjunctions/connective words.
- Revise written work to add interest.
- Use multiple sources to research content-area topics.

#### Grade 5 ELA Writing Standards

- 1.5 Use a thesaurus to identify alternative word choices and meanings.



GRADE 5  
Writing Strategies and Applications

Intermediate	<ul style="list-style-type: none"><li>• Produce independent writing that is understood when read, but may include some inconsistent use of standard grammatical forms.</li><li>• Use expanded vocabulary and detailed sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</li><li>• Begin to use a variety of genres in writing (e.g., expository, narrative, poetry).</li><li>• Write a narrative that includes a sequence of events in some detail, one or more characters, and an appropriate setting.</li><li>• Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms (some rules may not be in evidence).</li><li>• Independently write a letter using detailed sentences.</li><li>• Write using some adjectives, time-order words, and conjunctions/connective words.</li><li>• Take some notes from reference materials related to content area topics.</li><li>• Record observations (e.g., procedures followed or results of a science activity, log of animal behavior, etc.).</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.</li><li>• Write an increasing number of words and simple sentences appropriate for language arts and other content areas (e.g., math, science, history/social science).</li><li>• Write short narrative stories that include elements of setting and character.</li><li>• Use verbal (simple sentences) and nonverbal (drawings, pictures, lists, charts, and tables) to respond to familiar literature.</li><li>• Follow a model given by the teacher to independently write short paragraphs of at least four sentences.</li><li>• Given a model, write a friendly letter.</li><li>• Understand a few adjectives, time-order words, and conjunctions/connective words.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Write the English alphabet legibly.</li><li>• Label key parts of common objects.</li><li>• Create simple sentences or phrases with some assistance.</li><li>• During group writing activities, write brief narratives and stories using a few standard grammatical forms.</li><li>• Use a variety of methods to write short narratives (e.g., models, graphic organizers, story frames, dictation).</li></ul>

# GRADE 5

## Written English Language Conventions

### ENGLISH-LANGUAGE ARTS CONTENT STANDARD

#### 1.0 Written English Language Conventions

Sentence Structure, Grammar, Punctuation, Capitalization, Spelling:

Students write and speak with a command of standard English conventions appropriate to this grade level.

### English Language Development Standards

Advanced	<ul style="list-style-type: none"><li>• Produce writing that demonstrates a command of the conventions of standard English appropriate to this grade level.</li><li>• Use complete sentences and correct word order. (1.1)</li><li>• Use correct parts of speech, including correct subject-verb agreement. (1.2)</li><li>• Edit writing for grade-appropriate punctuation, capitalization, and spelling. (1.3; 1.4; 1.5)</li></ul>
Early Advanced	<ul style="list-style-type: none"><li>• Produce independent writing with consistent use of correct capitalization, punctuation, and spelling.</li><li>• Use standard word order but may have some inconsistent grammatical forms, including inflections.</li><li>• Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).</li></ul>
Intermediate	<ul style="list-style-type: none"><li>• Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</li><li>• Spell correctly most common sight words that have regular spelling patterns.</li><li>• Use standard word order but may have inconsistent grammatical forms (e.g., subject-verb agreement).</li><li>• Edit writing for some basic conventions (e.g., punctuation, capitalization, spelling).</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• Use capital letters to begin sentences and proper nouns.</li><li>• Use a period at the end of a sentence and use some commas appropriately.</li><li>• Spell correctly some common sight words.</li><li>• Use knowledge of rhymes/word families to spell words.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Use capital letters when writing own name, at the beginning of sentences, and when writing the word "I."</li><li>• Use a period at the end of a sentence.</li></ul>

# GRADE 5

## Listening and Speaking

### ENGLISH-LANGUAGE ARTS CONTENT STANDARDS

#### 1.0 Listening and Speaking Strategies

Comprehension, Organization and Delivery of Oral Communication, Analysis and Evaluation of Oral and Media Communications:

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They evaluate the content of oral communication.

#### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver well-organized, formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description).

### English Language Development Standards

#### Advanced

- Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch, and modulation.
- Listen attentively to more complex stories/information on new topics across content areas, and identify the main points and supporting details. (1.2; 1.3)
- Negotiate and initiate academic and social conversations by questioning, restating, soliciting information, and paraphrasing.
- Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter. (1.4; 1.5; 1.6)
- Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., "It's pouring outside.").
- Identify the main ideas, points of view, and fact/fiction in broadcast and print media. (1.7; 1.8)
- Deliver well-organized formal presentations. (2.1; 2.2; 2.3)

#### Grade 5 ELA Listening and Speaking Standards

- 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages.
- 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.

#### Early Advanced

- Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may have random errors.
- Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify the main points and supporting details.
- Actively participate and initiate more extended academic and social conversations with peers and adults on unfamiliar topics by asking and answering questions, and restating and soliciting information.
- Recognize appropriate ways of speaking that vary based on purpose, audience, and subject matter.
- Retell stories in greater detail including characters, setting, plot, summary, and analysis.
- Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., "It's raining cats and dogs.").
- Identify main ideas in a variety of media messages and give some supporting details.

#### Grade 5 ELA Listening and Speaking Standards

- 1.1 Ask questions that seek information not already discussed.

GRADE 5  
Listening and Speaking

Intermediate	<ul style="list-style-type: none"><li>• Be understood when speaking using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</li><li>• Listen attentively to conversations, group discussions, oral presentations, information, and stories, and identify key details and concepts using both verbal (detailed sentences) and nonverbal responses.</li><li>• Actively participate in academic and social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</li><li>• Ask and answer instructional questions with some detail.</li><li>• Restate and execute multi-step oral directions.</li><li>• Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.</li><li>• Recite familiar rhymes, songs, and dialogue (from plays, etc.).</li><li>• Understand that media can be a source of information and/or entertainment and distinguish between the two.</li></ul>
Early Intermediate	<ul style="list-style-type: none"><li>• Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).</li><li>• Orally identify the main points of simple conversations, group discussions, oral presentations, information, and stories that are read aloud, using phrases or simple sentences.</li><li>• Orally communicate basic needs (e.g., "May I get a drink of water?") and personal preferences.</li><li>• Ask and answer questions using phrases or simple sentences.</li><li>• Understand and follow two-step directions for classroom-related activities.</li><li>• Recite simple rhymes and songs.</li><li>• Answer basic comprehension questions from a variety of media.</li></ul>
Beginning	<ul style="list-style-type: none"><li>• Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</li><li>• Retell familiar stories and participate in short conversations by using key words, appropriate gestures, expressions, and illustrative objects.</li><li>• Independently use common social greetings and simple repetitive phrases (e.g., "May I go and play?").</li><li>• Answer simple questions with one- or two-word responses.</li><li>• Understand and follow one-step directions for classroom-related activities.</li><li>• Orally identify types of media by name (e.g., magazine, newspaper, movie).</li></ul>

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